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THE CATHOLIC LIBRARY WORLD

Eileen Duggan, Poet of
the Maori

Guiding the Teen Age
Reader in the Public
Library

Integration of the Library
and the Classroom

Libraries in the Philippines

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Contemporary Catholic Authors: Eileen Duggan, Poet of the Maori

By MARGARET WILLIAMS,

Manhattanville College of the Sacred Heart, New York

When Eileen Duggan writes a poem about New Zealand art she uses strong metaphors to express the fruitlessness of "wheat self-sown . . . banned by wind from the furrows, as though loneliness and distance could shut off her islands forever from the 'hope of holy bread'." Yet her own poems have drawn the eyes of all English-speaking peoples to New Zealand as to a land whose artistic promise has already reached in her a first fulfillment. Poetry lovers in many lands, some older and one at least nearly as young as her own, have listened in her lines to New Zealand singing, and singing not only to proclaim itself to the world, but also:

*For song's sake that has no latitude,
And needs no other nation than the
heart.*

The Maori name for New Zealand means "Long Bright Land." Two narrow islands, "lifting their antlers to the Bear," hold all the natural makings of poetry, meadow lands and glacier lands, steppes and Alpine ranges, birds with flute-like aboriginal names, and trees that flower "till the whole Tasman could not put them out." All the familiar beauties are heightened in this narrow sea-setting, and conventional values are reversed: Christmas comes on summer winds, and sailors wait for spring "through the coldest Junes." Here are people of "a youth transcendent, unassailable," yet dreaming

of "the old simplicities." Even stock poetic epithets used in such a land would be, as Walter de la Mare says they are "the master-words reminded."

Eileen Duggan lives in Wellington, where she was born. The city lies on the tip of land where North Island nearly touches South Island, but she calls it inland and needs poetry "to remind me that I have a shore." Personally, she is extremely reticent. We in America know almost nothing of her life and ways beyond what Bishop F. C. Kelley tells us in his brief article entitled "Visit—not ad Limina" to her home on Glencoe Street where she lives with her sister. He is glad, he says after that visit, that she keeps aloof from fame, and even that she writes so little, for her song is glacier-born, ice released by the sun into clear streams, truth released by love into poetry. What he wondered about her was "that she herself seemed to wonder so much."

Our wonderment changes to certainty on a few points. It needs only a glance at her verse to recognize that deep cultivation of mind, familiarity with "souls of poets dead and gone," are accountable for her easy richness of expression. The same glance would lead to a safe guess at her Celtic ancestry to account for the poignant clarity and simplicity of her spirit. Further than this, our craving for

personal interviews must go unsatisfied. Each reader is free to make what he likes of the occasional self-revelations that heighten without blurring her refreshing objectivity.

Her poetic output is contained in two very small books, *Poems* and *New Zealand Poems*, and in a sprinkling of magazine contributions. A still smaller book, *New Zealand Song Birds*, is known in this country only through a review which contains, happily, plentiful quotations. Before considering the poetry closely, it would be interesting to enquire whether she has at any time written at length in prose. Only two short articles in that medium have appeared in our country, and in both of them she gives evidence of an ability to sustain larger flights than those possible in lyric poetry. One feels that her shafts of insight could broaden into great novel or biography writing. In the exquisite modulation of sentence length, in the use of the daring word, she carries poetic quality into prose without weakening its sinew. One article is entitled *A Celt Turned Maori*. It is an account of the life and death of Father James McDonald, missionary, and perhaps she portrays something of herself when she writes: "Maori, like Celtic, mirth has in it the melancholy of island peoples ringed by the unceasing sea, like time islanded in eternity." The other is in the form of a preface to *Letters from the North Solomons*, by Father Emmet McHardey, likewise a missionary. In it she uses such phrases as "an incident in his life stood out to him like fire in an opal," and again: "our own loam will quilt his bones."

But her prose is a supposition; there remains the fact of her recognized excellence as a lyric poet. Her own coun-

try has tacitly made her its laureate, in as much as *Songs of New Zealand* is in celebration of its centenary. Critics abroad have given her unstinting recognition. In his preface to *Poems* Walter de la Mare declares that "Here is the revelation in its own kind and degree of a personal energy and vision, of a unique feeling expressed in renewed language," and Theodore Maynard, who became her first champion in this country, through the pages of the *Commonweal*, delights in the fact that reality, not triteness, is the quality of her religious verse.

Many other reviewers, notable poets among them, have each added their word, but in writing for the *Catholic Library World* it was felt that something more was needed than amateur restatement of professional praise. And so a new approach has here been made. The true test of a poet is, after all, the extent to which unprejudiced minds, trained to proper appreciation, react with pleasure to his poems. The reaction of young minds is, in some ways, the best test. It happened lately that a group of Catholic College students, members of an English Club and therefore both enthusiastic and critical in their estimate of contemporary literature, made the poems of Eileen Duggan the subject of one of their meetings. Her New Zealand setting was described, and against this as a background her poems were read and discussed. The following points emerged: First, her poems have a peculiar appeal to America, in as much as our country, like hers, is young; second, in spite of her close adherence to traditional verse forms, her metres delight by their freshness and surprise, by their "masculine swagger" as well as by their feminine harmonies; her word-clusters and metaphors are a challenge to the intellect as

well as to the imagination; lastly, in her treatment of religious themes she is sincere, provocative and revealing. Each of these points deserves development.

A country that is new looks back upon its pioneer traditions with an affection that is personal; they are not too far away to be quite beyond experience. Eileen Duggan writes with more than distant sympathy of the Maori people, and the folk-voice of her rhythms recalls the sound of Mary Austin's "re-expressions" of the songs of our own American Indians. In both writers there is the splendor of legend, and of old heroic paganisms, but the Maori sing with a deeper note; many of them have come to know Christ and "Meri" His Mother, who holds God's Son in her shawl. There are poems of the Bushmen, old trees which if rooted up "will bleed to death and die"; poems of the humble folk who have their say in a new land, the draymen, the sailors, the bushfeller's wife who knows that "a tree is heavy, falling." There are poems that exult in the sheer heroism of discoveries, poems too that fear the first trying of a great disaster upon a new land, yet trust in a

*World that has sweated and scathed,
That dreamed you free and faithed.*

Yet Miss Duggan's tingling, forward love of things in the making is not from "a frontiera heart." She knows the old world as well as the new, and prizes its heritage. If she sees in a portrait of a lady of the Italian Renaissance a spirit that is "regally inadequate," she yet hears—in what is perhaps her best-loved poem, *Pilgrimage*—the bells of all lands, rich with the sounds of all ages, and knows that if her "little gaping country bell" can scarce be heard in the "queenly din," still "its dumbness riots more than sound."

With regard to her technique, it is interesting that the two poets whom she recalls most frequently to critics are John Donne and Gerard Hopkins, both known as revolutionaries in the matter of metre. Donne shocked his contemporaries by sacrificing rule to effect; Hopkins mystified his by the "invention" of a new metrical system (which stems, incidentally, from the oldest of our English beats, the Anglo-Saxon). Eileen Duggan does neither of these things; her poems on the printed page are regular to the eye, and generally scan to the finger, while she uses most of the conventional forms. Yet in a line such as

*And oh and oh so one are shore and
sea*

one catches the cadenced tonalities of Donne, and in whole poems such as *Titahu Bay* one hears the counter-point of rhythm upon rhythm in the true Hopkins way. There is no sense of imitation; there is simply independence, and the courage to make words match feeling; she is completely modern without being an extremist. In their subtle hesitations, their sudden lungings, their bravery of sound, Eileen Duggan's rhythms are her own, and those of the century in which she lives. They are as distinctive as a tone of voice, and her voice can echo back both the rough clangor of a New Zealand river that meets the sea, and the honey-fed sweetness of the Tua bird, singing "God, how clear."

It is an old truism with critics that "the soul of poetry is the metaphor"; Aristotle said so, but it is refreshing to find it perpetually verified. In this regard, we may wonder whether Eileen Duggan has read Emily Dickinson. The two have much in common, but are poles apart; both reveal their wonder at the world in irreplaceable metaphors, but one

gropes and turns inward where the other exults and looks outward. To Eileen Duggan, "oceans are reticent"; New Zealand air is "burnt to a driftwood blue," Saint Francis de Sales is "as easy-minded as a plain." Hearts that have said "no" to love have "a salt of pain" in them, like that left by a tide that overcomes a river and then retreats. To her eyes the Southern Cross is "a cluster of loss." The whole poem called *Plea* is a series of metaphors that startle by their truth rather than by their strangeness, all the things that "go to make a poet's song." Yet elsewhere this almost overwhelming verbal richness, with its apperceptions of art and of book-knowledge, gives way to the clarity of words so simple that they sound like a human voice that drops into monosyllables at the approach of tears:

Old men are little use,
But should there be
Sheep and their lambs up there,
Shepherd, try me.

And now to the heart of the matter. Other modern poets might well be all that has just been described and still leave youth unsatisfied, still betray their name of poet by leading from beauty to blindness, by defeatism, by negativism. But Eileen Duggan writes:

If our sorrow brings your morrow,
We sing on blind,
For faith matters though song scatters
Blown out of mind.

The faith here is more than a determination to believe that something, no matter what, is good, which is the best that many an honest singer can achieve. Her faith is the doctrinal faith of the Catholic to whom a knowledge of the supernatural opens up the meaning of things natural. Although she claims kinship with Didymus, and "it takes an Easter to convince our kind," her poetry shows that she had seen her Easter. So

sure is she of her verities, that it requires no overstraining of words to express them. Faith is taken for granted, and its beauty flowers of itself.

Her religious poems are appealing because they are among her most radiantly joyful. She has overheard the birds singing to the young Christ on Christmas Eve and on the Eve of His Passion. She has caught in His given name the tone of familiarity with which Mary, "a dim blue patience at the gate," called her Son home to her at night. She is familiar with the saints, though the poem in which she tells us so is called *Presumption*, and her favorite among them is Peter the blunderer. Secure in the tenderness of "Mary far-eyed in the white wintry sunshine," is the humanness of Christ who "loved His own goat-nibbled hills" in the friendship of the saints who can say "while the rest are sobbing I am singing," Eileen Duggan can face even a world "that spins by the momentum of increasing woe." In the midst of war:

Ruth, valor, understanding, is in these
Earth vests its grief, nor wastes its
calvaries.

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(Continued on page 219)

Guiding the Teen Age Reader in the Public Library¹

By MARGARET C. SCOGGIN, Librarian,
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Special work with teen age readers in the public library is much more recent than work with children. For many years all public libraries have taken for granted special sections, special books, and specially trained librarians for children. Work with young people has been later in development, perhaps because for so long the boy or girl of thirteen or fourteen who could not go to college left school for work, read little more, and was considered an adult. With the spread of education, the raising of the school leaving age, and the growth of libraries, the young people in libraries became evident and the need for special attention to them inescapable.

The past twenty years have shown an encouraging growth of interest in young people and their reading. It was some sixteen or seventeen years ago that a small group of librarians decided to establish within the American Library Association a subsection called the Young People's Reading Round Table, an admission that work with this group had grown beyond the confines of children's work on the one hand and work with adults on the other. The number of librarians in the subsection has increased to such an extent that when the A. L. A. underwent reorganization a few years ago, the largest section of it was given the name

Division of Work with Children and Young People.

The term "young people" is not satisfactory. Neither are "adolescents," "young adults," "older boys and girls," or, as is more and more frequent, "youths." Despite terms, we recognize the group Miss Mabel Williams has defined in her article in the *A. L. A. Bulletin*, March, 1939, as "the boys and girls no longer using the Children's Room but not yet unobtrusive adult readers. The age range differs in different environments . . . but is between thirteen and seventeen. There are certain common truths about them as library users wherever they may be found and whatever their age." They have had individual attention and carefully selected books in the children's room. They are now brought for the first time to the adult department of the library where they come into contact with the adult world. Librarians and books are strange; adult users sometimes resent these newcomers. The young people are often bewildered and baffled by rules and regulations which they do not understand. They are, in many ways, still children but they consider themselves adults. They are an alert, impressionable part of the library public. Their future reading interests, their future attitude toward libraries, books, even toward ideas may be greatly influenced by their first

1. Paper read at the Secondary School Library Institute, Marywood College, Scranton, Pa., March 3, 1945.

experiences in the adult department of the public libraries.

How well are public libraries serving this group? A survey made fairly recently by the Young People's Reading Round Table shows that libraries throughout the country are recognizing their needs and giving specialized assistance. The Cleveland Public Library was almost the first to have a separate room—the Stevenson Room—with its own librarians and book stock. Brooklyn Public Library has a similar room of long standing—the Intermediate Room of the Brownsville Children's Branch. Just a few years ago Brooklyn opened a Division for Young People in its new main library and only this year Newark has organized special services for the teens. Special librarians and departments are a regular part of Baltimore, Rochester, Yonkers, Denver, New York City, and many other places. Such developments are encouraging to those of us who believe that if young people are to make the fullest use of the public library, they must be helped in every way possible.

The administrative set-up of work with young people in public libraries depends upon local conditions. In some places it is under the children's departments, in some under the school department, in some under the adult department. Since these boys and girls are looking forward to using the adult department, there seems to me strong reasons for having them under the adult department.

Wherever the supervisory departments, the requirements for successful organization of library work with this group are: a section or room to which the boys and girls may come freely, a book stock carefully chosen for them, and a librarian skilled in aiding them tactfully and unobtrusively.

The New York Public Library, which I know best, has for a number of years had its department for work with this group. Under the Superintendent of Work with Schools, a young people's librarian is on the adult staff of almost every branch library (perhaps I should say war has made inroads on this staff but the precedent is established). A book committee on young people's reading, chosen from these librarians, issues an annual list of books old and new which boys and girls have read and liked. These librarians read all the books of the year, both children's books and adult books. They attend committee meetings each month where books are discussed. The titles put on the annual list are, of course, meant for public libraries and the emphasis is upon books young people will read for pleasure. With this list as a guide, each branch library provides a collection of books sometimes in a corner of the adult department and sometimes in a special room.

A word about these special rooms. We believe that young people once out of the children's rooms are entitled to full adult privileges. They should never be excluded from the adult department and relegated to an "intermediate room." These browsing rooms or young people's rooms are rather attractive places which they may use in addition to the adult department. A public library which has both a young people's book collection and a young people's librarian is theoretically well-equipped to deal with the young people who come. But not all young people do find their way to the library unassisted—because of shyness, indifference, antagonism. We believe that the library has something of value for all boys and girls so that the young people's librarian is not content to sit and

wait. He tries to reach all boys and girls, potential as well as actual users.

In New York City (which serves as an example of what can be done) a system of friendly cooperation has been worked out with neighboring junior high, senior high, and vocational schools, public, parochial, and private. Where schools are near branch libraries, teachers bring classes to the library. The purpose of these visits is simply to acquaint the boys and girls with the library, permit them to join with a minimum of red tape, straighten out past difficulties, and let them look at books and magazines (and, incidentally, let teachers and librarian get acquainted). Where schools are too far from the branches to send classes, the young people's librarian gathers up books and goes into the classrooms or the school library to talk about books, always with the emphasis upon reading for pleasure. Note here that public and school library aim always to supplement, not to duplicate one another. The main emphasis of the school library collection must be upon school and curriculum needs. The main emphasis of the public library collection is upon variety and broadness of selection for all tastes, interests and abilities. The main function of the school librarian is to give instruction in the use of books and libraries, to help with questions and assigned reading, and to deal with the groups assigned to him; the main function of the public librarian is to meet spontaneous interests and recreational reading requests and to bridge the gap between school and public library.

Upon a clear understanding of the functions of these two types of libraries depends the close cooperation necessary to carry the boys and girls from the school libraries into the public libraries as adult users after school days are over.

It is not enough to buy books, provide a special corner or room, cooperate with the schools, appoint a young people's librarian. These are excellent; so far as they go, they are essential. But when any department of library work has reached the stage in its development which young people's work has now reached, there is the ever-present danger that it will crystallize into a system of techniques, processes, and formulas. There is the danger that public libraries—and librarians—will believe their responsibility to young people completely discharged by the provision of the physical set up.

There is the danger that librarians will read booklists and book reviews rather than books; that they will consider group-averages rather than individual boys and girls of infinite variety in taste and temperament; that they will emphasize the administration of routines rather than the very reasons for their existence. And this brings me to the philosophy of our whole approach to boys and girls—that the most important factor in our contact with young people is the human approach. This human approach should function in two fields, in the field of administration and in the field of what we call reading guidance.

To consider administration first. The human approach must make the library a friendly place. All young people, whatever their reading ability, may be ill at ease in the adult world. They are fearful of new experiences because they are uncertain how to act. They are not by nature rude, noisy, and discourteous; they are awkward, shy, impulsive, self-conscious, and painfully aware of sympathy or lack of it. They have to learn so many things which we adults have known so long we take for granted their knowing

them. Their lack of ease is often increased by a profusion of regulations they do not understand. Nothing does more to keep young people away than the belief that routine is more important than the readers to the librarians. Specifically this means that we must temper justice with mercy in administering rules. If young people are treated like adults, they respond as adults. Don't talk down to them, don't condescend, don't scold them as if they were children. Explain rules clearly and simply; tell them the why's of regulations and invite suggestions. Each problem of registration, fines, lost books, etc., must be considered individually. The librarian often assumes that the borrower is in the wrong. Young people are quick to sense this inflexible mental set; their only retaliation is to avoid the library. I do not mean we should waive all rules—only administer them humanly. Too strict and undeviating adherence to the letter of the law is conducive to mental and moral laziness.

Boys and girls, once through with the formalities of joining, should be made welcome. The atmosphere should be easy and informal. Discipline is not a problem to a staff which is human. The fourteen, fifteen and sixteen year olds tend to come in groups because they are shy and ill-at-ease when alone; they are noisy because they feel out of place. When groups do gather to talk and giggle, what is the librarian to do? Descend upon them like an outraged Maenad to avenge the shattered silence? Banish them from the library forever? If he does, he admits defeat in the most elementary human relationships. The solution is to get acquainted with them, find out what they want, see what they need—and, perhaps, revise the old idea that a library should be as silent as the tomb.

Young people are amenable to suggestion, but often not to commands. And there is subtle truth in the medieval superstition that if you knew a man's name, you had power over him. Where the problem in a public library is that of real gang visits—as it has been in some of our branches—there is still the possibility of the human approach. If what these youngsters need primarily is not books but a gymnasium, a community center, youth canteen, or handcraft clubs, isn't it the job of the young people's librarian to discover these needs and spur the community to provide them? And indeed, the public library in many communities does guide young people not only to its own facilities but also to organizations which can best meet their other needs and interests. So in administration, the human approach is human consideration of the individual.

Then we come to this most important matter of all, the approach to the young people and their reading. I have already talked at some length about the visits to school and class visits to the library, about methods of making all who come feel at ease in the library. Perhaps you would prefer that I talk here of specific books and specific interests of young people, but I should like rather to talk of the human approach. In reading guidance, there is the danger we feel our duty done when a boy or girl gets a book, or the book, we think he should read—or, even, does not get the book we think he *should not* read.

But the circulation or restriction of books is not the main function of the young people's librarian. Books are no more an end in themselves than are library regulations. They are a means to an end—the end that the information they contain, the stories they relate, the

ideas they present may in some fashion be pleasant and useful to those who read them.

How can we be sure that that end is attained unless we ourselves are deeply concerned with ideas, knowledge, the joys of reading—and with young boys and girls?

Our concern is with all young people, with those who do not read easily as well as with those that do. By making the library a friendly place, we may bring them in. By getting acquainted with them after they come, we may discover their interests, even if their interests are swing, baseball, drawing, weight-lifting. All boys and girls have interests and those interests can fire the imagination, be it quick or sluggish, to the first step in education, the desire to know more about something. An interest in anything, if skillfully and tactfully guided, may lead to an interest in books on that subject and eventually to interests in other subjects. But even when interests do not lead to books, the librarian must still be concerned.

We librarians tend to think of all subjects in terms of books. It is inevitable for librarians to turn to books for inspiration, information and recreation; it is just as inevitable in this day of vast information and knowledge that anyone who is to live a full intellectual life must know the resources of books. But the young people's librarian must change his approach; he must begin not with books but with individual boys and girls and their interests. The adolescent turns first to other individuals for his stimulus. Often his approach to books, more often his approach to ideas must be through the impetus of another human being. I sometimes wonder whether the effect of certain books upon young readers are not

due as much to the influence of the persons who introduced them as to the books alone.

And so it is that the young people's librarian must be more than a keeper and dispenser of books; he must be a sharer of ideas. This is a grave responsibility but a challenging one. Not that the library can ever indulge in required reading or formal education. That might be to kill enthusiasm for ideas. The young people's librarian must himself be a student of men and ideas. No techniques will take the place of broad reading, clear thinking, and informal discussion with boys and girls. In short, the librarian must himself be a well-rounded human being. As Anne Carroll Moore once said so wisely, we shall accomplish little by trying to teach conduct and ethics in assembly programs, playlets, or units of study. Boys and girls find it difficult to comprehend such abstract concepts as justice, democracy, kindness, tolerance but they are quick to recognize just, democratic, kind and tolerant human beings when they meet them. The young people's librarian must see that they do meet such human beings in literature and life.

Young people need older people with whom they can discuss their interests and with whom they can argue—thereby showing themselves the weak spots in their arguments. They need sympathy, impersonal friendliness, and a sense of leisure and security among the books of the world.

And so in the last analysis, the public library's success in guiding the teen-age depends upon the human approach of its young people's librarians to both administration and reading. I make my plea for

(Concluded on page 217)

Integration of the Library and the Classroom¹

By SISTER GERTRUDE, R.S.M., Librarian,
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Many years ago when the school library was still in the creeping stage, someone discussing the school library movement said:

School library service means for the child a new world of spiritual and intellectual adventure. It means for the teacher untold increase in resources and power. It means for the school a new atmosphere of learning, a new vision of things intellectual, and a unifying force of the highest significance.²

So it is evident that integration of the library with the life of the school has been one of the aims of school library service from the very beginning. But the achievement of the objective is possible only under certain conditions. Let us presume that we have an ideal situation. The library is a centrally located room, attractive and conducive to study and quiet reading. The librarian is trained for school library service. The fully cataloged book collection is suited to the needs of the curriculum and the student activities of the school. Splendid. But the essential factor is still lacking. Integration to any estimable extent is possible only when the principal, the teachers and the librarian are united in their efforts to guide the pupils of their school toward richer, fuller and more Christlike lives. Cooperation among the members of the

administrative and the teaching staff is the vitalizing factor in any unifying process within the school and the rod of their united efforts measures the degree of their success.

Although the responsibility for the integration of classroom and library is a joint one, the chief responsibility for the contribution of the library rests with the librarian. The purpose of the remainder of this paper will be to demonstrate ways and means of integrating the library with the educational, social, and cultural program of the school.

A device that has achieved worthwhile results is that of holding faculty meetings in the library on the invitation of the librarian. Occasionally to serve tea informally at these meetings creates an atmosphere of friendliness and good will. Such a meeting previous to the opening of a new library offers a splendid opportunity to the librarian to present to the faculty the school library objectives, the regulations for the students' use of the room, and the special services to the teachers.

With a cooperative and friendly relationship among teachers and librarian established, the way is paved for unlimited mutual service through sharing the responsibility of developing the book collection, stimulating pupils to read for information and recreation, and instructing them in the use of books and libraries.

1. Paper read at the Secondary School Library Institute, Marywood College, Scranton, Pa., March 3, 1945.

2. Joy Elmer Morgan, "The School Library Movement," *Library Journal*, v. 54, p. 107-109, Feb. 1, 1929.

With regard to book selection, the teacher as a specialist in a subject suggests materials new or old best suited to the objectives of her particular curriculum subject and adapted to her particular pupils. The librarian gives her an opportunity to check *The Standard Catalog for High School Libraries* and *The Catholic Supplement* for additions in her field. The librarian as a specialist in the field of books and library tools suggests types of available materials or additional kinds of literature related to a given subject and of proved interest to the pupils of the school; becomes familiar with the courses of study in use in the school; is familiar with the books most used in the library for given purposes, to provide wisely for necessary duplicates, replacements and discards; is ready to apportion the annual book budget with fairness to the greatest needs of the various departments.

With a steadily growing book collection, teacher and librarian will find their second problem, stimulation to reading, not too difficult. The teacher meets her responsibility when she does three things: (1) includes some library problem in each unit of study; (2) remembers to look over the library resources in both books and supplementary materials before teaching a subject, thus assuring wise assignments and fresh zest for live books in the subject; (3) keeps the library informed of materials being recommended to classes with dates when these materials will be desired and the number of students needing them. She may do this personally or through a student library representative. Large schools may find it more satisfactory to supply printed or mimeographed forms for these classroom requests to the librarian. The librarian

cooperates in this phase of service when she places books specially requested for classes on reserve shelves and shortens the loan period when the demand is great. With the assistance of the library service club or the book club, she may plan attractive displays related to current classroom interests, write items for the school paper about new library materials, or better still, publish a library bulletin for this purpose. The librarian also knows thoroughly as many of the books in the library as possible that she may be able to suggest the right book at the right time and share the joys of reading with others. The librarian may be a meticulous classifier and cataloger of books, but unless she reads widely as well, she will contribute little to the development of the pupils' love and appreciation of the best in literature.

The third responsibility that teachers and librarians share is that of instructing pupils in the use of books and libraries. The teacher in a class exercise examines thoroughly any new book to be used as text by the class to insure use of all its parts and observation of its organization, authorship and special features. She also assists pupils to form good working habits in using many books for collecting material on a subject and organizing it into usable form; and she requires pupils to know and state sources from which information has been gathered in making a report either oral or written. With regard to instruction the librarian has several duties: (1) to conduct formal classes in library instruction following some well-planned outline; (2) to provide instructors with sample forms of standard usage in bibliographical work; (3) to provide lists of *general* library materials for reference use and of *special* materials in

each curriculum subject; (4) to supplement the teacher's library instruction with further individual help as pupils apply the lessons in daily use of the library.

Now let us see integration in practice in a few instances. The formal library instruction to a group of tenth grade pupils in a certain school this year is limited to bibliography and note-taking and in nearly every instance assignments link up with classroom activities. For example, the history teacher in the last half of the first semester assigned to each student some phase of the Middle Ages for investigation and written report. Each girl was required to submit with her paper an outline and a bibliography. Here was an ideal situation in which to teach methods of research, the resources of the library in each particular field, how to take notes and compile a bibliography. Another activity of the same group was the preparation for the use of their home room teachers of bibliographies of the resources of the library in specific fields selected by the teachers. Each student was made to feel that she was doing a busy teacher an actual service and at the same time was developing in herself skill in the use of books and libraries. The girls worked on topics related to their teachers' curriculum subjects: religion, history and science. The titles of a few of the bibliographies they prepared were: The Commandments of God, Indian and Negro Missions of the United States, The French Revolution, The Industrial Revolution, Coal Tar Products, Plastics, Vitamins, Insects, Biographies of Scientists. As a further example of this same type of cooperative activity of pupils, teacher and librarian, we might cite the instance of a group of

three seventh grade library assistants who prepared a list of supplementary books on Mexico and South American countries for the use of the fifth grade. The librarian provided three by five slips, suggested that the pupils use the card catalog under names of countries to find what the library had in this field, and then supplement their findings with suitable titles from the *Children's Catalog*. These girls later submitted to the librarian twenty slips alphabetically arranged by author ready for typing and then assisted in placing the books on a reserve shelf for the use of the class. A book which reveals the endless possibilities of integrating the library and classroom is Lucile Fargo's *Activity Book for School Libraries*, American Library Association, 1938. The wise librarian will read every word of this book and then share parts of it with the teachers. The chapter on Curriculum Subject Activities devotes two or three pages to each of the various subject fields, such as, Arts and Crafts, English, Foreign Languages and Literature, Household Arts, Mathematics, Physical Education, Science and Music. If the librarian, for instance, will send or give the book to the art teacher suggesting that she might be interested in reading pages 35-39, she will have paved the way for interesting the department of art in the materials of the library pertinent to this field. The American Library Association has recently announced the forthcoming publication of *Activity Book No. 2*, also by Miss Fargo. Some of the activities in the new book are library-centered, others are curriculum-centered; but there is no duplication in the two publications. Of course these books will not be of great service to the teacher of

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What Happened to Libraries in the Philippines

By REVEREND JAMES EDWARD HAGGERTY, S.J., Rector,
Ateneo de Cagayan, Philippine Islands

LIBRARIES BEFORE THE WAR

If all the books in the Philippines were gathered together today I doubt if they would make one really first-class university library. Yet before the war there was the National Library of the Philippines, an equivalent on a smaller scale of our own Congressional Library. There was the excellent library of the University of Santo Tomas, the splendid library of the Jesuit College, the Ateneo de Manila, the ancient libraries in all century-old monasteries of the Philippines, and libraries in each of the many colleges throughout the Philippine Islands. Although by American standards none of these libraries might be counted a great library, yet they contained, nearly all of them, manuscripts, first editions of old historical books, books in many languages especially Spanish and English. Few of them had well-trained librarians, with degrees in Library Science, but nearly all of them were well administered and well patronized. Every school library in the Philippines had to have a certain number of books, and books of a certain standard, before that school could be recognized by the Department of Public Instruction. This applied not only to the public schools but to the private schools as well. In general the libraries of the private Catholic schools were quite superior to the libraries of the public schools. In Filipino homes, even of the wealthier

class, it was rare to find any large collection of books. Professional men had their professional books but a library was not an important part of a Filipino home. Public libraries in the larger towns of the Philippines did exist but they were a quite recent development. The majority of the forty-eight Filipino provinces had not a single public library.

THE JAPANESE INVASION

In December, 1941, when the Japanese began to over-run the Philippines they showed little consideration for either books, Churches, or historical monuments. They not only took over all of the principal Universities, Colleges, and Schools, but they threw out of the windows most of the books of these Institutions in order to make more barracks room. Eye witnesses have told me how they saw great bon fires on the campuses of these schools, made up principally of precious books which had previously been thrown out. The great warehouses of the Philippine Education Company, the principal bookstore of the Philippines, were deliberately burnt by the Japanese. In order to save their libraries some schools removed them to places outside the city. The library of the Ateneo de Manila, one of the finest in the Philippines, was scattered to the private homes of students and alumni.

Later the Japanese decided to reopen some of the schools. Before doing this,

however, they made a careful inspection of the books previously used. Any books of United States History, any book praising Democracy, any book which spoke slightly of Japan, was ordered turned over to the Japanese Military Administration for destruction. Many textbooks were ordered destroyed *en masse*. Pages were torn from other books, certain sentences and even chapters in approved text books were ordered to be blacked out. Any picture of the American or Filipino Flag, any picture of American or British industry, of American cities, etc., was ordered torn from books.

Later when the Japanese in reprisal for guerilla activities burnt whole villages, many books previously removed from the city perished in the flames. Other libraries hidden in the hills gradually perished from neglect, from moisture, and the ever-present white ants and leather-eating cockroaches.

SAGA OF ONE LIBRARY

To give an idea of what has happened to the Libraries of the Philippines during the Japanese occupation, I will give one example—that of the Library of the Ateneo de Cagayan in Mindanao, of which I was Rector. This college library of 15,000 volumes had been gathered over a period of years by purchase and by gifts from the United States. When the Japanese threatened to invade Mindanao, this library, together with the Bishop's Library and the Library of the girls' college nearby, were removed to a Rectory in the mountains which was considered safe from bombing. For nearly a year these books escaped the observation of the Japanese. But when guerilla activity began, the Japanese bombed the small town, hitting the Rectory which contained all of the Library. Fortunately only a small

part of the books was destroyed. I then decided to move the books still farther, but as we had no transportation except pack animals, it was necessary to build sledges and haul the books twelve miles farther to a canyon in which we built bamboo houses to contain the books. Subsequent Japanese patrols destroyed all of the houses on the plains but did not penetrate into the wooded canyon where the library was being kept. For more than two years, two boys were kept constantly busy safeguarding these books from mold, rats, and leaking roofs. In spite of their care, the dampness of the canyon was destroying the library, so it was considered advisable to move the books again out of the canyon to a drier place. For safety, three houses of bamboo were built and the books scattered in three different places. It took every cent which I could borrow to transport these books, build new places for them and maintain the boys who guarded them. In July, 1944, the books were still safe and I felt well repaid for all the trouble, the long travel and the expense which I had incurred. Then disaster struck! Japanese patrols, penetrating farther than they had ever gone before, burnt two of the houses, leaving only one-third of the books intact. In October, 1944, I made another trip, by foot, of over 200 miles in order to inspect the Library. One of the boys met me some distance away and said casually: "Did you hear, Father, what happened to the Library?" "Do you mean," I asked, "the one-third of the books still remaining?" "Well, Father," the boy replied tremblingly, "the house collapsed from the weight of the books." When I reached the place I found books scattered far and wide around the ruined house. They had been subjected to rain

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A Plea for Parish Libraries¹

By GWENDELIN MILLER, Assistant Librarian,
College of Saint Teresa, Winona, Minnesota

Have we professional librarians given serious thought to what we can do to aid the establishment and growth of parish libraries? Have we tried to assist those groups which, without training and too often even without encouragement, are attempting to make Catholic books available to the laity? Have we remembered that the simplest phases of library technique, although routine to us, may present insurmountable obstacles to the volunteer parish librarian uninitiated in our craft? In brief, have we been merely spectators instead of active participators in a vital movement? These are some of the questions which professional librarians must have asked themselves as they listened to Mrs. Mark Gorman's plea for parish libraries.

Mrs. Gorman, Winona diocesan chairman of libraries and literature, National Council of Catholic Women, was peculiarly suited to present her discussion because she has seen many parish libraries grow from dreams into realities. She knows from experience the many problems which arise in the founding of such institutions, and she is well aware of the stumbling blocks which may appear after the initial planning has been done.

A recent papal pronouncement gave special impetus to the movement when

Pope Pius XI, in his encyclical on Catholic Action, called upon the laity to participate wholeheartedly in the work of the Church in its mission for the salvation of souls. The parish library is one very real response to this appeal. Its aim is to foster and to increase militant Catholicism through a well-informed laity and to combat the evil influence of pernicious books, magazines, and newspapers. Many a person reads poor and even harmful books and periodicals because others either have not been called to his attention, or have not been available. If a young Catholic boy were called into Juvenile Court on a charge of delinquency and if, during the course of his examination, it were discovered that his reading matter had consisted almost solely of cheap and crime-breeding magazines, should not the parish, which has done nothing at all to put good, wholesome recreational reading into the hands of that boy feel partially guilty?

The parish library is not, as some people mistakenly believe, an institution which can prosper in the large city alone, a fact which is indicated by Mrs. Gorman's pointing out that the diocese of Winona does not include any big cities like Saint Paul, Minneapolis, or Duluth. Winona is essentially a rural diocese, and yet it can boast of some kind of library service in sixty-six out of its one hundred parishes. The parish library will function

1. A report of Mrs. Mark Gorman's speech on parish libraries, which was given at the meeting of the Minnesota-Dakota Unit, Catholic Library Association, Saint Paul, November 24, 1944.

effectively regardless of the rural or urban character of the community provided that the books have been carefully selected and the promotion of their reading unceasingly stimulated.

In the diocese of Winona the organization which has so successfully developed parish libraries is the Winona Council of Catholic Women. That fact, however, does not preclude the possibility of the program's being undertaken by some other well-established Church body, such as the Sodality, the Altar and Rosary Society, or the Knights of Columbus.

After having secured the approval of the parish pastor, a group of parishioners interested in establishing a new library will have to consider several problems which Mrs. Gorman listed as: (1) the assembling of a committee to organize the parish library; (2) the raising of funds; (3) the selecting of books; (4) the choosing of a librarian or librarians; and (5) the sustaining of interest in the library once it has been started.

In addition to general competence, the primary trait which committee members should possess is that of unbounded enthusiasm, because these men and women are almost certain to encounter criticism. They must have the courage, ability and willingness to convince the parish of the need for a library. In such a committee it is well to have a cross section of the entire parish, for democratic representation makes everyone feel himself a part of the project. Mrs. Gorman suggested that there be three to nine members including such persons as the president of the Catholic Parent Teachers Association, the Grand Knight of the Knights of Columbus and members of any other important lay bodies. Insisting upon such a cross section results in good will and

in the certain regard for a variety of reading interests.

In discussing the raising of funds to finance the library, Mrs. Gorman offered several practicable and tested methods and means: (1) direct solicitation of parish organizations for a specific sum—of ten, fifteen, or twenty dollars, for example—such an amount to be renewed annually, thereby insuring continued support; (2) the proceeds from parish parties, chicken dinners, bazaars, auctions, and the sale of religious articles and pamphlets; (3) silver teas at which guests leave an offering of money; and (4) teas at which guests purchase from a display some books to be presented to the library as gifts.

The most important point to keep in mind in choosing the books is that the purpose of the library is to serve a great variety of readers. The small child must be considered as well as his older brothers and sisters, his parents, and his grandparents. There ought to be books for information and books for fun. It is often possible to entice a reader into the library by good fiction and then, later, to interest him in more substantial reading. Mrs. Gorman emphasized the fact that quality is far more necessary than quantity and that it is much better to have a small, well-chosen library than a large one made up of mediocre contributions from parish attics.

As book selection aids Mrs. Gorman suggested the lists obtainable from the National Council of Catholic Women. She was apparently unaware of the *Catholic Supplement to the Standard Catalog for High School Libraries*, which Father Bouwhuis² has recommended for

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2. Faculty Adviser, p. 1, Oct., 1943.

The College Student and the Library: A Strategic Approach¹

By PHILLIPS TEMPLE, Librarian,
Riggs Memorial Library, Georgetown University,
Washington, D. C.

There are few phases of library procedure that exhibit less direction and uniformity than the methods used in teaching college and university students how to use the printed materials available to them. A certain amount of local variation and individual eccentricity is, of course, both permissible and desirable. There is nothing to be gained by sacrificing initiative to a rigid methodology. But lack of purpose and direction is hardly an advantage under any conditions. Many librarians are aware of this, of course, and have discussed the question and written about it, but it seems to me that this general problem of student orientation in the college and university library merits further examination. The remarks which follow are an attempt to focus attention on an aspect of the question which seems important to me, and about which I, for one, should like to learn the views of other librarians facing the same or similar situations.

As to lack of uniformity: some libraries give no training to college students in the use of books, periodicals, the catalog, vertical files, current services, etc. Some give one or two lectures during freshman week; some institutions include an elementary library course as part of the English course; sometimes it is combined

with hygiene, physical culture and other miscellaneous subjects as part of an orientation course; some give credit for library studies and some don't; some colleges offer courses in library science to prospective librarians but little, if any, training to the average student who does not intend to make librarianship a career. Other variations could be noted, but the ones just given suffice to illustrate the wide differences of approach that now exist. And none of these approaches, it seems to me, supplies a real solution to the problem of making the average college student bibliographically independent. Until the student achieves at least a relative independence in the use of library materials, he has not even learned the ABC of scholarship. However, many difficulties lie in the way of any individual sanguine enough to try remedying this situation. Should a formal course or courses in reference bibliography and library techniques be given? Should credit be given? Should such courses be required? Your Dean may say that the schedule is too full now to permit any further demands on the student's time; or even if the Dean is agreeable to the idea of a formal course, is it the logical solution? Has the library staff the time to teach such courses? If reliance is placed on a couple of lectures during freshman week, or even an occasional one throughout the year, nothing very solid

1. Reprinted from the *University and College Group Bulletin of the Special Libraries Association*, December 1, 1944.

is gained. And finally, how would the student react to the idea of having to cope with one more topic added to his already heavy schedule? Any librarian could add to this list of difficulties with depressing facility.

My twelve years of friendly combat in reference rooms have convinced me that there is a solution, but that this solution lies in the classroom, not in the library—at least initially. It will make my point clearer if we consider for a moment what the average classroom assignment amounts to in terms of library experience for the student. A professor in (say) Economics tells his class: "You will be responsible next week for Chapters 10 and 11 in Smith's *Introduction to Economics*, which deals with trade unions. You'll find copies of the book on the reserve shelves in the library." The students then dutifully apply for the textbook in the reading room, read the required matter, and that particular job is done. After four years of this or something very like it, they will have worn a path from the library door to the reserve shelf, but will know no more about how to use a library than they did on the first day they stepped into one. Of the library's manifold resources and the methods of locating information quickly and easily, they will be totally innocent.

In the face of this sort of thing, a librarian can lecture himself blue in the face to students about the use of the library's reference books, and get precisely nowhere. But suppose the assignment in the classroom of that Economics professor (it could be a History or a Political Science or a Classics professor or some other kind) ran something like this: "Write a paper of 2500 words on trade unions. Use three magazine articles, one encyclopedia, two books listed

in the card catalog, and one current service. Make proper citations to the sources used in your paper."

The immediate result of such an assignment is a batch of wailing and bewildered students wandering about the reference room. This is exactly what the librarian wants. It provides that indispensable prerequisite for teaching: a strong motive for learning in the mind of the pupil. These babes in the woods who ask: "What is a current service?" "Where's the card catalog?"; "How can I find the articles I want out of all those magazines on the rack?" now have a *motive* for learning something about the library. Not that their interest in, or affection for, reference work has increased. They aren't thinking of reference work at all, and that is one of the immense advantages of the scheme. What they want is something to satisfy that painful person who teaches Economics, and the librarian is the only one who can enable him to do it.

Without their being in the least aware of it, reference books have become for such students a means to an end, and they have been seduced into devoting serious attention to them; attention of a sort that could never have been generated by "made up" questions in a formal course in reference bibliography. From there on it's up to the librarian, and if he fails now it's his own fault. The major part of his task—the arousing of a real desire to learn—has already been done, and done in the classroom. When he shows the "Editorial Research Reports" to a student who asks him what a current service is, the librarian need not be afraid of an apathetic pupil: the boy has to have the thing to complete his assignment. It's that or flunk. When the librarian ex-

plaints to an enquirer the arrangement of the economics entries in the catalog, he is not boring someone who doesn't intend to be a professional librarian and can't see why he should learn all this stuff anyway—he's doing a favor for a chap who's in trouble, and appreciates help. Librarianship offers no reward more permanently satisfying than that of seeing the day by day development of one's youthful clientele toward an intelligent resourcefulness in the use of books, but one stands small chance of reaping this particular reward if the students are taught by the "read Chapter so and so" method.

Obviously a certain amount of conspiracy is necessary between the librarian and the faculty to make the idea work. The librarian's first task is to convince the teacher of the need for an occasional assignment of the type described above if the students are ever to learn anything about the library. One may accomplish a part of this task at faculty meetings, but a great deal more can be achieved over a cup of coffee at faculty luncheon gatherings, or by having the teacher up to the apartment to follow a Philharmonic concert with a score, or by routing the English teacher's favorite books to him promptly and then seizing his lapel the next day and telling him what that fellow in the *Book review digest* said about it. This is something for the individual librarian to work out for himself. The possibilities are limitless.

Not all of the subjects in the curriculum lend themselves with equal readiness to our method: chemistry and physics, for instance. But as far as the humanities are concerned, a student who has to devote a reasonable proportion of his four years to digging into the reference books and services in several

fields will have something to show for his money when, as a graduate, he has a piece of research to do, or goes into a public library, or—who knows?—when he becomes a teacher and deals with a lot of young fellows in whose shoes, ten years ago, he had been himself.

When supplemented by the type of classroom assignment described, the introductory lecture and a bit of practice work during freshman week and perhaps during sophomore and junior years too, take on a new significance. These preliminary and necessarily superficial introductions to the library can be effective when implemented by the "research assignment" (to give it a name). Mimeographed lists of reference books, with space beneath each entry for the student to make his own notes as the librarian explains their use, can be of continued usefulness throughout the school year. But be it noted that they will receive scant use unless the student is required to use them as an integral part of his assignment.

We often use the phrase: "Reference books are tools." So they are, but can we be said to understand what we are saying if we go on trying to instruct people in the use of the library by the exclusive use of the lecture method during freshman week? Or even by occasional practice periods during freshman week. One might as well try to turn out a mechanic by giving him a series of talks on the use of the monkey wrench. Until you put the tool in the apprentice's hands—whether that tool be a wrench or a book—the apprentice is not going to learn how to use it. And the best way to put the book in the student's hands is to have him beg for it because he has a genuine motive for using it.

News and Notes

C. L. A. ELECTION RETURNS

The Elections Committee of the Catholic Library Association have submitted the official count of ballots cast for the 1945-1947 election. The results of the voting are as follows: Vice-President and President Elect, Brother Thomas, F.S.C., Manhattan College, New York City; Secretary-Treasurer, Miss Dorothy E. Lynn, University of Scranton, Scranton, Pennsylvania; Executive Council Members, term expiring in 1951, Reverend Colman J. Farrell, O.S.B., St. Benedict's College, Atchison, Kansas, and Sister M. Norberta, I.H.M., Marywood College, Scranton, Pennsylvania.

Brother Thomas succeeds Mr. Richard J. Hurley, Catholic University of America, who will assume office as President of the Association. Brother Thomas is librarian of the Cardinal Hayes Library, Manhattan College. He is Chairman of the *Catholic Periodical Index* Committee, and has served as Chairman of the Metropolitan Catholic College Librarians Unit of the Catholic Library Association in New York City.

Miss Lynn, who continues in office as Secretary-Treasurer, is Assistant Librarian at the University of Scranton, and Editor of the *Catholic Library World*.

Father Farrell has been reelected to the Executive Council renewing the six-year term for which he was elected in 1939. He served as Secretary of the Association, 1927-1929; as Vice-President, June-July, 1937; and as President, July, 1937-1939. He has also served as Chairman of the

Mid-West Regional Unit of the Catholic Library Association.

Sister M. Norberta, succeeds Reverend Henry H. Regnet, S.J., St. Mary's College, St. Mary's Kansas. Sister Norberta is Librarian at Marywood College, Scranton, Pennsylvania, Director of the Department of Librarianship, and Assistant Editor of the *Catholic Library World*.

Brother Ignatius, F.S.C., La Salle College, Philadelphia, Chairman of the Elections Committee, and Committee members, Mother M. St. Lawrence, S.H.C.J., Rosemont College, Rosemont, Pennsylvania, and Reverend Richard J. Walsh, Roman Catholic High School, Philadelphia, join with the officers and members of the Association to extend congratulations to the new officers.

RELIGIOUS BOOK WEEK

A list of 200 books has been published by the National Conference of Christians and Jews in observance of the third annual Religious Book Week, May 6th to 13th.

The titles of the catalogue were chosen by twenty-three prominent clergymen, educators and authors of the three faiths in various parts of the country and are divided into Protestant, Catholic, Jewish and Good Will sections. Each section includes thirty books for adults published within the past five years, ten classics and ten books for children. The books will be displayed in book stores, public, college and school libraries throughout the country with special programs plan-

ned for the week of May 7. The Catholic List for adults was selected by Reverend Andrew L. Bouwhuis, S.J., President of the Catholic Library Association, and Sterns Cunningham of New York City. The children's list was selected by Reverend Leonard Feeney, S.J., Mrs. Mary Perkins Ryan, and Dr. Daniel O'Leary. Reverend Joseph Cantillon, S.J., served on the Good-Will Committee.

ILLINOIS UNIT

The Spring meeting of the Illinois Unit was held April 14 at Visitation High School. At the luncheon session, His Excellency, The Most Reverend Samuel A. Stritch, Archbishop of Chicago, addressed the members on "Libraries and Scholarship."

At the General Session in the morning the work of Catholic publishers in the United States was stressed. Sister M. Luella, O.P., Rosary College Library School, discussed their contribution. Representatives of the firms of Benzinger Brothers, The Bruce Company, and Saint Anthony Guild Press explained their work and objectives and exhibited their books. Mr. John C. Tully of the Thomas More Library and Book Shop and Editor of *Books on Trial*, discussed "Principles of Catholic Book Selection."

Round Table Meetings of the College, High School, Elementary School, Parish and Book Club and Hospital Library sections were held in the afternoon. Problems of reading interests, book selection, censorship, and library organization and administration were discussed in the various groups.

AMERICAN EDUCATION WEEK

The program for American Education Week, as developed February 8th by a committee consisting of representatives

from the four national sponsors: the National Education Association, the American Legion, the U. S. Office of Education, and the National Congress of Parents and Teachers is developed round the theme "Education to Promote the General Welfare." The daily topics from Sunday, November 11th to Saturday, November 17th, are as follows: Emphasizing Spiritual Values; Finishing the War; Securing the Peace; Improving Economic Wellbeing; Strengthening Home Life; Developing Good Citizens; Building Sound Health.

THE SCARLET LILY TRANSLATIONS

The Scarlet Lily, popular best-seller based on the life of Mary Magdalen, will soon be translated into seven foreign languages and will appear in six foreign editions, according to the publishers, Bruce-Milwaukee. In addition to the British edition, the book will also be translated into Portuguese, French, German, Spanish, Croatian, Swedish and Danish.

Bruce has also announced that Max Jordan, author of *Beyond All Fronts*, has sent information that he has arrived overseas and has begun his series of broadcasts directly from the western front for NBC. Jordan, who has been director of religious broadcasts for NBC since 1941, served as continental European representative for the ten years previous to the entry of the United States in the war.

GRADUATE WORK AT PEABODY

Starting with the summer session of 1945, courses leading to the M.S. in L.S. degree will be offered for the first time by the Peabody Library School. The complete program of courses will be

offered during the regular year, beginning with the fall of this year. Entrance requirements include graduation from an approved four-year college or university with a creditable record of scholarship; satisfactory completion of a year of training in an accredited library school; successful library experience of at least one year in an approved library; and a reading knowledge of two foreign languages, preferably French and German. Inquiries should be addressed to the Director, Peabody Library School, Nashville 4, Tennessee.

JUDGES FOR POSTER CONTEST

The Catholic School Journal, sponsors of the 1945 Catholic Book Week Poster Contest, announce that they have selected Ben Hunt, commercial artist and author of several books on arts and crafts; William C. Bruce, editorial director of the Bruce Publishing Company, and Brother J. Sylvester, F.S.C., national chairman of Catholic Book Week and member of the faculty of Christian Brothers' College, St. Louis, Missouri, as official contest judges.

The contest, open to any regularly enrolled undergraduate student in a Catholic high school in United States or Canada, will begin April 15, and close on June 15.

The winning poster will become the official poster for Catholic Book Week, 1945. All posters entered must express the theme: "Keys to a World Peace—Christian Books."

NOTHING NEW

Sister M. Ethel, O.S.F., a student at the Library School, College of St. Catherine, St. Paul, Minnesota, writes of the library public relations course inaugurated during the winter quarter:

In order to place every possible advantage in the way of its students, the Library School of the College of St. Catherine inaugurated a course in Library Public Relations during the winter quarter and obtained as instructor Miss Sarah Wallace of the Minneapolis Public Library. As publicity assistant, Miss Wallace has had many and varied experiences and is conversant with every phase of the subject, both theoretically and practical.

With definite objectives outlined and aims well defined, the course was begun. At the end of the first week the library school students felt that they could serve the ordinary, the extraordinary, and even the fastidious patron in the most helpful and courteous manner and in an attitude both professional and sympathetic. The following week, they were initiated in the devious ways of working with groups both within and without the precincts of the library. Later, after instruction was given on the art of writing press releases, an opportunity was offered to the students for putting theory into practice; the same procedure was adopted with regard to radio writing and speaking. One week was devoted to "making the inarticulate librarian articulate." The future will tell the results accomplished. At a later period, the librarians-to-be reverted to the days of childhood, and equipped with scissors and plenty of paper to cut, they discovered anew that they still possessed the power of making something quite tangible out of a little paper and a lot of imagination.

It was no uncommon sight to see groups of library students gathered around a bulletin board or a display case discussing, measuring, making try-outs, planning and re-planning, for the class

was divided into groups and each group was responsible for a display or an exhibit.

Having been taught in this manner that there are varieties of public relations, each having its own techniques, gadgets, and tools, the Library School students at the College of St. Catherine have been introduced into the main channels of publicity—publicity which actually clarifies the work of the library, publicity which tends to win both moral and financial support, publicity which serves to make books better known and more widely circulated, publicity which takes into account accepted psychological principles, and finally, publicity that is honest, that is directed toward fair play in community relationships.

WHAT HAPPENED TO LIBRARIES IN THE PHILIPPINES

(Continued from page 208)

and sun for over a month. It was indeed heartbreaking, as by this time our planes were already bombarding Mindanao and within a week our troops were to land on Leyte.

PRESENT CONDITION OF LIBRARIES IN THE PHILIPPINES

It is evident from the destruction wrecked upon the City of Manila that practically no library has remained there. Those institutions which put their books for safety into private homes fared no better than those which left their libraries intact. Most of the fine residential sections of Manila have been destroyed. Almost all of the institutions of learning have been destroyed. Outside Manila most of the schools were the headquarters of Japanese. These schools too, doubtless, have been destroyed by bombing, artillery, or fire. It is evident, therefore, that not

even sufficient textbooks can be found to begin a very modest library for every school. Shipping space at present is also not available to send books to the Philippines. It will probably be years before schools will have libraries to equal those they had before the war. Many of the source books on Philippine history and the history of the Orient will never be replaced. But Catholic educators in the Philippines are not without hope. American Catholics in the past helped them to build up their libraries. We know it will be the same in the future. The thirst for learning is still strong, perhaps stronger than ever, among Filipino students. Their loyalty to the Church is stronger than ever: their priests have stood by them in their time of trial. The nuns and teaching brothers have stood by them in their hour of despair. If they looked at the future without hope in their hearts the future would be black. But hope can give color to the darkest picture—and the Filipinos have never lost hope.

GUIDING THE TEEN AGE READER

(Concluded from page 203)

librarians as human beings with a knowledge of books intimately associated with life, with a liking for boys and girls as individuals, with enthusiasm for people and ideas—with, in short, knowledge of the past, understanding of the present, and hope for the future.

INTEGRATION OF THE LIBRARY AND THE CLASSROOM

(Continued from page 206)

religion. She will be obliged to look elsewhere for suggestions. *The Faculty Adviser*, *The Catholic School Journal*, and other religious books and journals provide many ideas. Of course these activities

are not limited to formal study of curriculum subjects. But neither should the service given by the library be confined to formal class projects. The library should serve graciously and efficiently every phase of the school's program, curricular and extracurricular. Each club and school organization should be encouraged to look to the library for suggestions and materials in planning its programs and meetings.

And this brings us to the phase of library service which I have chosen to discuss last, that is, the contribution of the library to the guidance program. The high school library constantly develops its collection of guidance materials and keeps it accessible, well-organized and up-to-date. This collection should contain interesting and instructive material on employment trends and on educational and vocational opportunities. Books on many careers; monographs, pamphlets and leaflets on individual professions and occupations; careers in fiction and biography, catalogs of vocational and technical schools, colleges and universities; and educational directories—all of these are of vital interest to the guidance counselor, home-room teachers, and the pupils seeking vocational and educational guidance. Much of this material is available for the asking and students themselves can help develop the collection.

And now may I offer a suggestion to all persons interested in the development of the library service within their school. The American Library Association has recently published a booklet called *School Libraries for Today and Tomorrow* which deserves careful reading and study. Supplement this with *Section F (Library Service)* and *Section M (Data for Individual Staff Members)* of the *Evaluative Criteria of the Cooperative Study of*

Secondary School Standards. No more effective means is available for a given school to evaluate its library service and to plan carefully for its improvement than the study and application of these materials. Integration of classroom and library to a marked degree will inevitably result from such an activity.

Before concluding, may I ask you to recall that this paper began with a statement by an authority in the field of the school library which stressed the unifying force of school library service. The librarian is the human instrument privileged to give this service. She may more deeply appreciate the privilege if she will remember the words of Pius XI in his encyclical on the Christian Education of Youth:

Christian education takes in the whole aggregate of human life, physical and spiritual, intellectual and moral, individual, domestic and social, not with a view of reducing it in any way, but in order to elevate, regulate and perfect it, in accordance with the example and teaching of Christ.

Who but the librarian has the greatest opportunity to advance the cause of Christian education in every one of its phases? Her task is a noble one—unlimited service to child, teacher, and school.

A PLEA FOR PARISH LIBRARIES

(Continued from page 210)

use in parish libraries and which the H. W. Wilson Company is willing to supply to non-school groups for the low price of \$1.50. Surely, if the unusually well-informed Mrs. Gorman had no knowledge of the existence of the *Catholic Supplement*, how many other persons responsible for the selection of books for parish libraries must be, through no fault of their own, deprived of the immeasurable help of a valuable tool. Are we

professional librarians not culpable if we have neglected to call to the attention of parish library committees this particular book selection aid in addition to any other lists which we feel may be of use?

Responsible women of the parish may volunteer to serve as librarian for one or two scheduled hours each week in the library, which should be near the Church and which should be open at least Saturdays during the confession hours and Sunday mornings before and after Mass. These women must be alert; they must read widely and wisely, and they must supplement their reading with book reviews in discriminating periodicals, both Catholic and secular. They will need advice in methods of preparing books for circulation and in methods of very simple shelf-listing and perhaps even of cataloging when the collection becomes quite large. They will need suggestions about where to buy supplies like book cards and pockets. After the parish library has been established, the initial books collected, and the librarian chosen, there is the problem of keeping up reader-interest by constant advertising and publicity. The pastor himself can do much to help by regularly making announcements of new books. Moreover, attractive book jackets posted on the bulletin board in the vestibule of the Church will often bring in new readers. An exchange of books among parish libraries provides new titles without added expense. Finally, Mrs. Gorman stressed the efficacy of personal contact in the giving of book reviews as often as possible and in the mentioning of new titles even during casual conversation.

Summing up her presentation, Mrs. Gorman warned: "... choose your books to fit your community. Donations of money with which to buy books are pre-

ferable to gifts of undesired publications. Don't be discouraged if you start with a very little. A small fund makes imperative the very careful selection of titles, but enforced caution may be an advantage because a small number of really worthwhile books is far better than hundreds of volumes hurriedly chosen. The true library is the one in constant use, not the one with the most books on the shelves. To sustain interest you will need an enthusiastic committee, one not easily discouraged. You will also have to have new titles added frequently."

How much we professional librarians can do will naturally depend upon the circumstances in individual communities. Obviously, it is indefensible for us to be indifferent to parish libraries, when both as Catholics and as trained librarians we are so profoundly cognizant of (a) the need for and the value of good reading, and (b) the harrassing problems involved in the founding and in the maintaining of unendowed libraries. Most of all, we owe to parish librarians our friendly assurance that we are eager to help directly and indirectly in this important kind of Catholic Action.

CONTEMPORARY CATHOLIC AUTHORS

(Concluded from page 198)

Critical Articles and leading book reviews:

Maynard, Theodore; Eileen Duggan, Poet; *Commonweal*, VIII, 661.

Barrett, Alfred, S.J.; Eileen Duggan, *New Zealand Poet*; *America*, LVII, 187.

Kelley, Francis C.; *A Visit, not Ad Limina*; *America*, LXI, 138.

Kavanagh, Paul; *Review of New Zealand Song Echoes*; *Commonweal*, XIV, 466.

Barrett, Alfred; Eileen Duggan's *Positive Universe*; *America* LVIII, 573.

Powers, Jessica; *Review of New Zealand Poems*; *Thought*, XV, 737.

Eden, Helen Parry; *Review of Poems*; *Blackfriars*, XIX, 71.

Book Reviews

The American Catholic who's who, 1944 and 1945. Vol. 6. Walter Romig, 1945. 503, (3) p. \$6.50. To schools and libraries, \$5.85.

The sixth biennial edition of the *American Catholic who's who* adds six hundred new biographies. All biographies have been brought up to date.

For those who are in military service, no attempt has been made to follow the history of their participation in the war thus far. The Editor explains that a complete account will be provided when the war has been concluded.

The manuscript was rechecked before going to press, eliminating an addendum of corrected or added entries. The Necrology of those who have died since the publication of Volume V is included.

Negro Catholic writers, 1900-1943. A bio-bibliography by Sister Mary Anthony Scally, R.S.M. Walter Romig, 1945. 152p. \$2.20.

This bio-bibliography is presented as an indication of the progress of Catholic education among the Negroes of the United States. Specifically its purpose is "to offer examples of the contribution of Negro Catholics in the field of published writings of whatever nature, to show what interests have stimulated them to write, what form their writings have taken, and by what agencies they were produced". The entries are limited to twentieth century publications. Some of the interesting items that did not fall within the scope of the work are touched upon in the preface. There, also, a word of encouragement for the stimulation of Catholic authorship among the Negroes is extended.

Biographical data were obtained through personal correspondence. The bibliographies were compiled from the main sources. Forty-seven magazines and newspapers are cited.

Following an alphabetical arrangement, for each author is given a brief biographical sketch and an annotated list of his writings including book reviews. Contributions to poetry dominate: 128 poems are listed for the sixteen poets. Mission literature, short stories and articles on race prejudice are well represented.

A subject index is provided, which is interesting as a survey of the scope of Negro contribution to Catholic authorship.

Anniversaries and holidays, a calendar of days and how to observe them. By Mary Emogene Hazeltine. Second edition, completely revised with the editorial assistance of Judith K. Sollenberger. American Library Association, 1944. xix, 316p. \$6.00.

This second edition follows the pattern of the 1928 edition, providing in Part I, a calendar list of names, occasions, and events of historical, social and literary significance. For outstanding holidays, a brief description of the origin, history and customs of the day is given with bibliography of publications on the subject. Part II is a list of books about holidays, special days and seasons, and Part III, a list of books about persons referred to in the calendar. The entries in the calendar are identified with the code number prefixed to the books listed in Parts II and III. The books are annotated and graded. Entries are grouped under subject and consecutively numbered according to the code throughout. The classified index in Part IV offers another approach to the calendar entries, and in the general index, all material including the Introduction may be found.

The inclusion of the full death date, month, date and year, marks an improvement in the second edition; only the year was cited in the 1928 edition. Death dates are provided through March, 1944.

Cross references link interesting family associations.

The book is invaluable as a reference tool in the public and school library.

The library key, an aid in using books and libraries. By Zaidee Brown. Sixth edition, revised. H. W. Wilson Company, 1945. 146p. \$0.70. Quantity prices.

Teachers, students, and readers in general are alert to this helpful guide to intelligent use of the library. This new edition is more adapted to college students and to adults. Some of the more elementary explanations have been shortened or eliminated altogether. The list of reference books has been expanded at the request of librarians who use the Key as a textbook. The section, "Short Cuts to Information" has been revised thoroughly and, if the demand warrants reprinting this section, the reprint will be forthcoming.

All bibliographical information has been brought up to date. The Appendix has been enlarged and indexed. Recommended as an efficient guide to standard library tools and to specific aids in subject research.

Patrons are people. How to be a model librarian. Prepared by a Committee of the Minneapolis Public Library Staff. Illustrated by Sarah Leslie Wallace. American Library Association, 1945. 39p. \$0.50. Quantity prices.

This little pamphlet was prepared for use in the Minneapolis Public Library and issued by the publisher for general distribution for the benefit of librarians everywhere.

Written and illustrated with a sense of humor, it will be a good check on the librarian's sense of humor as she sees herself through the patron's eyes, and takes to herself the hint at her own fault, whether it be the confusing use of the old library jargon, domineering enforcement of library rules, absorption in the "busy work" of the library to the exclusion of any interest in the in-

quiring patron, or the several others that appear to the person on the other side of the desk.

Emphasis is on interested assistance that will win the patron and put him at ease and avoidance of austerity and indifference that leave the patron with the impression that he is always in the wrong.

The entire pamphlet should be read by every librarian. It will be read with enjoyment and will serve as a very subtle reminder that courtesy and thoughtfulness are always the basis of efficient service.

Character formation through books: a bibliography. An application of bibliotherapy to the behavior problems of childhood. Compiled by Clara J. Kircher. With an introduction by Dom Thomas Verner Moore, O.S.B. Second edition, revised and enlarged. Catholic University of America Press, 1945. 85p. \$1.00.

A list of 263 titles chosen from some 2000 books examined for possible use as character-building agents. The approach was psychological rather than factual. This second edition eliminates the titles out of print since publication of the 1944 edition and includes many new titles published in 1943 and 1944.

Following the form of the first edition, the list consists of: an annotated list of titles graded for use in the primary, lower grades, middle grade, junior grades and high school. Character traits predominant in the story are indicated under the annotation; a character index in which titles are entered under the particular character trait. Many titles are deliberately entered under seemingly overlapping subject entries, keeping in mind a positive psychological approach; author and title indexes and a directory of publishers. Asterisks are used to indicate books having some particular Catholic interest.

The Introduction by Dom Moore provides a helpful guide to use of the list. Experience has proved the successful application of bibliotherapy to behaviour problems.

New Books

BOOK CLUB SELECTIONS

Catholic Book Club—February

SANDS, WILLIAM F. *Our jungle diplomacy*. University of North Carolina Press, 1944. 250p. \$2.50.

A frankly honest portrayal of Central American politics at the beginning of the century.

Catholic Literary Foundation

DUNNE, REV. PETER M., S.J. *A padre views South America*. Bruce, 1945. 244p. \$2.50.

"It is a genuine pleasure to recommend this book of travel written by one who comes well prepared for his task. A former student of the eminent historian of Latin America, Herbert Bolton, and now a distinguished teacher and writer in the same field in his own right, Father Dunne has brought to this volume, which is the fruit of a year's travel in South America, the mature talents of historian as well as the cultural appreciation of a Catholic humanist with keen observation on social problems. The result is a work of freshness and breadth of which Catholics may be proud and which may well serve as an indispensable guide to South America for the general reader."

Best Sellers: April 15, 1945

Biography

LECOMPTE, REV. EDWARD, S.J. *Glory of the Mohawks. The life of the Venerable Catherine Tekakwitha*. Florence Ralston Werum, F.R.S.A., translator. Bruce, 1944. 164p. \$2.00.

The story of the Indian girl whose daily practice of heroic virtue during her twenty-four years among her people served to confirm the faith of her converted brethren, and to win for her own soul the joys of sanctity through suffering with Christ.

In a Prologue the Translator has given the historical and social background of Indian life. Father LeCompte's narrative, too, is rich in local description. The many remarkable favors granted through Kateri's intercession are recounted.

Education

LIVINGSTONE, SIR RICHARD. *Plato and modern education*. Macmillan, 1944. 36p.

The Rede Lecture (Cambridge), 1944, offers a parallel between fifth century Greece and our own day. Plato's value for modern education consists in this that, living in an age much like our own, an age of Reason, he spoke out against its errors, urging the importance of character, of human values, and the need of the harmony of a complete human life.

Charles Denecke, S.J.

Fiction

GILPATRIC, NAOMI. *The broken pitcher*. Dial, 1945. 280p. \$2.50.

This, the author's first novel, won the Avery Hopgood Major Fiction Award for 1943. It is a psychological character study, stimulating in style and thought. The author's vocabulary will appeal more strongly to the mature reader.

History

DAWSON, CHRISTOPHER. *The making of Europe*. Sheed and Ward, 1945. 317p. \$3.00.

Another Sheed and Ward reprint that again makes available one of the most scholarly of Mr. Dawson's contributions to historical literature: the study of Europe from the fourth to the eleventh centuries. His searching consideration of the birth of European unity has a new significance in the light of present disorganization.

Juvenile

GLICK, CARL. *Mickey, the horse that volunteered*. Whittlesey House, McGraw-Hill Book Company, Inc., 1945. 62p. \$1.50.

Captain O'Banions story of the brave and daring young horse who served with the cavalrymen in the Spanish-American War. Carl Glick has written the Captain's biography, but he felt that the story of Mickey should be specially told for the children. With its full-page illustrations, the book will be a lively adventure for the 6-8 year old.

GRAHAME, ELSPETH, Ed. *First whisper of "The wind in the willows."* Lippincott, 1945. 93p. \$1.50.

Those who have read and loved *The wind in the willows* will find this slim volume almost a companion volume. Those who read the *First whisper* will be intrigued into reading

the full adventure of Mole and Rat and that bombastic Toad whom A. A. Milne dramatized in his "Toad of Toad Hall." In the introduction, Mrs. Grahame reminisces of her husband, their son "Mouse" from whom the masterpiece was written, family life, love for animals and the English countryside. Next we find a hitherto unpublished story "Bertie's escapade" and finally the letters written to Mouse of the story of Toad. Thus, it is a big little volume which belongs in every library.

Richard J. Hurley

ROGERS, FRANCIS and BEARD, ALICE. *The birthday of a nation—July 4, 1776*. Lippincott, 1945. 232p. \$2.00.

The little known and unsung contribution of the two Continental Congresses is now given its proper place in American history. From 1774-1776 they crystallized the hopes and plans of patriots which found ultimate expression in the Declaration of Independence. The leaders—the two Adamses, Hancock, Washington, Paine, Jefferson, Franklin, Patrick Henry, Hill, Lexington, Valley Forge, Saratoga, Yorktown and many others. A few final chapters carry the story to the hundredth anniversary, the Centennial Exposition. Here is a "different" story of the Revolution and one which every boy and girl in these days of freedom versus tyranny, should read! Well illustrated with a colored frontispiece. Highly recommended for grades 7-12.

Richard J. Hurley

WILLIAMS, BERYL. *Fashions is our business: careers of famous American designers*. Lippincott, 1945. 204p. \$2.00.

The details of the successful careers of the twelve leading American fashion designers may not be long remembered but the glamor of fashioning clothes and the innumerable hints how to be becomingly dressed will make this an outstanding book. It is a career book for girls with a lot more besides—useful for leisure reading, vocational advice and home economics. The personal style and many photographs help to make this an A1 book for the high school girl.

Richard J. Hurley

Literature

CLAUDEL, PAUL. *The satin slipper*. Translated by Father John O'Connor. Sheed and Ward, 1945. 310p. \$3.00.

The reprint of Claudel's masterpiece is now available. Nobody except a poet would be mad enough to attempt what Claudel did; and only a great artist could achieve his success. *The satin slipper* is the one play in which the whole world is the stage on which the patterns of the temporal are pieced together against the background of the eternal.

Aloysius J. Miller, S.J.

BELLOC, HILAIRE. *Sonnets and verse*. Sheed and Ward, 1944. 203p. \$2.00.

Sonnets and verse is just a partial title of a good collection of poems reprinted from the pen of a mighty man of letters. This little book of Belloc's creations in verse gives a broader and deeper view of the author than any other single book of his. As an historian and controversialist he has proved himself an artist in prose. But this giant can sing heroic measures in *Praise of wine*, gently strum the well turned thoughts on youth and love in the sonnet form, rhythmically shout the rollicking ballad on the ridiculous and the sublime. In his epigrams he strikes home as deftly as Cyrano and with turn of wit and playfulness all his own.

Aloysius J. Miller, S.J.

Religion

BENARD, EDMOND DARVIL. *A preface to Newman's theology*. B. Herder, 1945. 234p. \$2.25.

After a long introductory section devoted to Newman's life and to principles to be used in arriving at a correct analysis of his thought, the author discusses Newman's theories on the development of Christian doctrine and on the nature of belief in the individual. The most important part of this book is the careful consideration of the reliance the Modernists (Tyrrell, Loisy, et al.) placed on Newman's theories and the exposition of the falsity of the Modernist position insofar as it is based on Newman's works. This work is essential for seminary library; important for colleges. Well indexed; with a good bibliography.

E. P. W.

FEELY, RAYMOND T., S.J. *Communism today or red Fascism*. Paulist, 1945. 47p. \$0.05.

A re-examination of Communism which shows that it is still essentially evil and another form of Fascism. Bibliography.

E. P. W.

LEBUFFE, FRANCIS, S.J. "Come aside, and rest awhile." *Queen's Work*, 1945. 40p. \$0.10.

Brief spiritual meditations.

E. P. W.

REINHOLD, H. A., Ed. *The soul afire. Revelations of the mystics*. Pantheon Books, 1944. xvii, 413p. \$3.50.

A collection of mystical texts and teachings. Selections from the Old and New Testaments, St. Augustine, St. John of the Cross, St. Teresa, Meister Eckhart, Anna Katharine Emmerich, St. Bernard, Pascal, St. Thomas Aquinas, Cardinal Newman are presented in proper sequence for the reader who is seeking guidance toward spiritual progress. Contains a biographical index.

SCHMIDT, GEORGE T. *The Mystical Body of Christ*. (Scranton, Pa., c/o Diocesan Guild Studios, 1945.) 15p. \$0.05.

A simple explanation based on the encyclical of Pius XII.

E. P. W.

WESSELING, THEODORE, O.S.B. *The cleansing of the temple*. Longmans, Greene, 1945. 96p. \$1.75.

After briefly outlining the natural vices of the Church due to its humanity, Dom Wesseling suggests penance as a purification of the mind and will, as a chastisement of the body for the liberation and growth of the soul. As the great mysteries of Lent, the sufferings, sacrifice and death of the Person Christ are worked out in reflections on a theme of social purification, so the mysteries of Easter and the life of the Mystical Christ are developed in reflections on a theme of social reconstruction.

Aloysius J. Miller, S.J.

Sociology

CENTRAL CATHOLIC VEREIN OF AMERICA. *Nationalism and internationalism*. Central Bureau, 1944. 35p.

"A Christian interpretation of basic principles" based on *Principles for peace*.

E. P. W.

CORRIGAN, MOST REV. JOSEPH W., and O'TOOLE, G. BARRY, Ed. *Race: nation: person. Social aspects of the race problem*. Barnes & Noble, 1944. xii, 436p.

A Catholic symposium in which the dogmas of the Nazi Totalitarianism are criticised by ten representative scholars. The criticism is thorough and profound, yet the book is lively and interesting. The Race Theory is presented in its own context, historical and doctrinal. A very good index makes the book valuable as a reference.

Charles Denecke, S.J.

GROVES, ERNEST R. *Conserving marriage and the family*. Macmillan, 1945. viii, 138p. \$1.75.

According to Professor Groves divorce should be the last resort. Many who obtain divorces would have profited from the advice of a marriage counselor, a physician, or both. The book offers some practical suggestions, but none that an experienced priest could not give.

Charles Denecke, S.J.

KENKEL, F. P. *The Church, patron of a Christian social order*. Central Bureau, 1944. 24p.

An historical and philosophical survey.

E. P. W.

CATHOLIC READING MATERIAL for SERVICEMEN

Chaplain Captain C. O'Hara has requested Catholic reading material—books, pamphlets, periodicals, etc.—for the patients whom he is attending at the hospital and for the men in a staging area and other units. Packages may be addressed to: Christopher E. O'Hara, Chaplain, Captain, U. S. Army, 182nd Sta. Hospital, APO 382, c/o P. M., N. Y. C.

WANTED

For purchase or exchange. Back issues of *The Catholic Library World*:

vol. 1, no. 1-2, Nov.-Dec. 1929,
no. 5, Mar. 1930

vol. 2, no. 4, 8-9, Jan., May,
June, 1931

vol. 3, no. 5-7, Jan.-Mar. 1932
vol. 5, no. 7, Mar. 1934

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